

Board of Education Agenda Item

Item: _____ D. _____

Date: _____ July 26, 2006 _____

Topic: First Review of Recommended Cut Scores for the Virginia Alternate Assessment Program

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

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Origin:

_____ Topic presented for information only (no board action required)

Board review required by

_____ State or federal law or regulation

 x Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting x Action requested at future meeting: _____ (date)

Previous Review/Action:

 x No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The Virginia Alternate Assessment Program (VAAP) is intended to assess the achievement of students with significant cognitive disabilities who are unable to participate in the Standards of Learning (SOL) assessment program even with accommodations. A compilation of student work called a Collection of Evidence is prepared for students participating in the alternate assessment program. The VAAP, which is required by the federal *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), was first administered in the 2000-2001 school year. VAAP was revised for the 2005-2006 school year to meet the requirements of the *No Child Left Behind Act of 2001*. Committees of Virginia educators were convened to review selected Collections of Evidence and to recommend to the Board of Education the cut scores that should represent proficient and advanced performance for students in grades 3 through 5, 6 through 9, and 10 through 12 who are submitting Collections of Evidence in the areas of reading, mathematics, history/social sciences, and science for the Virginia Alternate Assessment Program.

Summary of Major Elements:

A range of recommended cut scores for the achievement levels of pass/proficient and pass/advanced for reading, mathematics, science, and history/social sciences for students in grades 3 through 5, 6 through 9, and 10 through 12 will be presented to the Board.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and adopt cut scores for the achievement levels of pass/proficient and pass/advanced for reading, mathematics, science, and history/social sciences for the students in grades 3 through 5, 6 through 9, and 10 through 12.

Impact on Resources:

N/A

Timetable for Further Review/Action:

The Board should periodically review the cut scores for the Alternate Assessment Program.